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ABSTRACT

This paper discusses a number of factors that an editor should consider when publishing a state library/media journal, using examples from the production process of the Ohio Media Spectrum (OMS), the official journal of the Ohio Educational Library/Media Association. These examples have been selected to illustrate the various points: (1) selecting an issue's spotlight topic; (2) designing the cover; (3) obtaining manuscripts; (4) processing the manuscripts received; (5) the review procedure; (6) distribution of the issue; and (7) miscellaneous considerations such as helping contributors develop their ideas, handling controversial materials, evaluating the journal, indexing, advertising, and special columns. The appendixes include several OMS documents: a tentative list of spotlight topics for future issues; guidelines for authors; an article tracking sheet; printing bid specifications; an article evaluation checklist; an editorial and publishing agreement; subscription information; a description of a writers' workshop; a readership survey; notice of OMS selection for an American Library Association award; a sample page from the 1989 index; an excerpt from a column which reviews international literature for children and young people; and letters to the editor. (MES)

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DETAILS FOR CONSIDERATION WHEN PUBLISHING YOUR STATE JOURNAL

By Edward F. Newren

ABSTRACT: This paper outlines the process used in the production of the OHIO MEDIA SPECTRUM (OMS), the official journal of the Ohio Educational Library/Media Association. It details some of the considerations an editor must make when publishing a state library/media journal and uses examples from the production process of the OMS journal to illustrate various points. The OHIO MEDIA SPECTRUM journal received the 1989 American Library Association/H. W. Wilson Company "Library Periodical Award."

INTRODUCTION: There are a myriad of details that a journal editor must attend to in order to produce a useful professional journal. Certainly some consistency in the writing style of the various articles is important, as too are the considerations of type face, page layout and page format. The time and space limitations of this presentation, however, do not allow for a comprehensive coverage of all these details. Thus, the purpose of this presentation will be to outline some of the basic considerations as they relate to the process and activities associated with editing a state, professional library/media journal. Examples will be drawn from this writer's experience as the editor for the OHIO MEDIA SPECTRUM over the past three years.

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SELECTING AN ISSUE'S SPOTLIGHT TOPIC: A spotlight topic is an area of interest to library/media specialists to which a single issue is devoted. OMS defines the difference between a spotlight topic and a theme by the number of articles required to support each of these concepts (e.g., a theme would typically have the entire issue devoted to its area of interest, while a spotlight topic would only be expected to carry two or three articles dealing with the area of interest). In the past the OMS has used spotlight topics like "Political Activitism" and "In-service Development" sometimes there have been enough manuscripts to develop a theme issue, as when we had issues devoted to "Library/Media Use of Computers at All Levels" or more recently "Reading: Key to the Past, Present, Future." Organization members as well as editorial board members are asked for suggestions for these topics. These suggestions are coupled with ideas generated by a "theme contest" of a couple of years ago. The list of spotlight topic suggestions is then prioritized by the editorial board. (See Appendix A)

DESIGNING THE COVER: A "conceptual" illustration (rough draft), which will appear as the cover of an issue, is developed for each issue's spotlight topic --ideas might come from some other art which has been noticed and relates to the topic (e.g., magazine covers or other illustrations) or it may come from "brainstorming" what the issue cover should contain. "Clip art" directories are searched for possible items which, either standing alone or in combinations, will serve to illustrate the topic. At times basic ideas for the cover art

work are turned over to a commissioned graphic artist to develop.

OBTAINING MANUSCRIPTS: To motivate the submission of manuscripts to the journal a list of "up-coming spotlight topics" is published in each issue of the journal which includes the deadline dates. Also "Guidelines for Authors" (See Appendix B), which are kept as simple as possible, are included in each issue. Chairs of OELMA standing committees or divisions as well as directors of the various OELMA regions and other officers are asked to identify members with whom they are familiar and who they feel have programs or experiences that would make a good article contribution--these persons are then contacted and invited (and as much as is possible, requested to commit to writing such an article). Journals are exchanged with other editors of state professional library/media journals and, as necessary (i.e., to round out the scope or length of an issue theme), permission for reprinting articles is sometimes sought. The annual conference program of the Ohio Educational Library/Media Association is searched for presentations which would serve topic needs--as well as other topics which would be of interest to our members. Letters are written to these presenters requesting that they submit a manuscript.

PROCESSING THE MANUSCRIPTS THAT ARE RECEIVED: (1) Manuscripts are checked against the lists of solicited manuscripts and then entered on an "Article Tracking Sheet" (See Appendix C); (2) Authors are notified that their manuscripts have been received; (3) Next,

manuscripts are run through an initial proofing, placed in the OMS format and re-word processed (or,if necessary, word processed for the first time); (4) Photo copies are made--obliterting the author's name and any other identifying information in the body of the manuscript before mailing to reviewers; (5) The assistant editor makes a "cumulative" copy, incorporating the suggestions made by the reviewers of each manuscript accepted for publication--indicating reviewer remarks plus suggested editing changes and including her own editorial remarks; (6) The editor, taking these other comments and editing suggestions, makes the final edit on the manuscript; (7) The manuscript is re-word processed in its final, hopefully "clean", version; (8) The clean word processed copies of the manuscripts are delivered to the printer for typesettting--the printing contract for each issue has already been entered into through the bid process which begins with the OMS printing specifications (See Appendix D); (9) Galley proofs of the type set manuscript, usually two, are proofed separately by both the assistant editor and the editor with final edits approved by the editor and returned to the printer; (10) Page proofs--which look exactly like the printed portion (sans photos or illustrations)--are then produced by printer and proofed separately by both the assistant editor and the editor for completeness, accuracy, margins, indentations, spacings, and space for photo and/or other graphic illustrations, etc., also clip art to fill out unused portions of a page at the end of an article is selected and returned with the page proofs to the printer--the table of contents, which has already been set in type, is paginated and accompanies these

proofs when returned o the printer; (11) A "blue line" or prepublication prototype (what the final issue will look like, complete wih photos, illustrations, advertisements, clip art, graphics, page footers and numbers, etc.) is produced and proofed; (12) The issue is printed.

THE REVIEW PROCEDURE: (1) A "blind" review process is used--reviewers do not know who the author is. (2) Each manuscript, with an "Evaluation Form" (See Appendix E), is sent to the reviewers who critique the manuscript and add their own personal comments as well as suggestions for editing. Reviewers are assigned in as equitable a manner as possible so as not to overburden any reviewers; (3) When the manuscript evaluations are returned by reviewers, the "Article Tracking Sheet" (See Appendix C) is marked to indicate whether the article is accepted (two positive reviews), rejected (two negative reviews), or has to be sent out for a third review to break the tie when one positive and one negative review have been received; (4) Authors are notified of a rejection by letter and of an acceptance by sending them the "Editorial Publishing Agreement" (See Appendix F) which requires, among other things, that the author sign a release giving OMS sole copy privilege for the article (the purpose of this is so that OMS can share, without restriction, this informaion with the Library/Media and education communities (See Appendix G).

DISTRIBUTION OF THE ISSUE: Computerized membership labels and other addressee labels, as well as "Thank You/Complimentary Copy Labels" for authors, are affixed to copies of the journal and are placed in zip

code order for mailing. Also special handling for multiple copies and foreign country labels is performed as required for delivery. The issue is then delivered to the post office and UPS for delivery.

OTHER:

(1) Helping Writers and Contributors to Develop Their Ideas for Submission to the Journal - The OHIO MEDIA SPECTRUM Editorial Board runs a "writing" workshop at the OELMA annual conference (See Appendix H).

(2) Handling Controversial Materials - The OMS journal carries a disclaimer indicating that ideas expressed by the authors are their own and not necessarily those of the association nor the OHIO MEDIA SPECTRUM (See Appendix G).

(3) Evaluating the Journal - The editor of the OMS journal has conducted three formal evaluations over past three years. One evaluation was an internal "Readership Survey" conducted for the 1987 volume year (See Appendix I). The next critique was an external peer evaluation for the 1988 volume year. An application form and copies of each of the 1988's four issues was submitted to the American Library Association's evaluation committee for the H. W. Wilson Company "Library Periodical Award." The OHIO MEDIA SPECTRUM Journal was fortunate enough to receive the award. Interestingly, this was the first time in the 29 year history of the award that it was given to a state school/library media specialist journal (See Appendix J).

For the 1989 year another external evaluation has been sought and consists of sending an application and the four 1989's issues to the American Association for School Librarians' evaluation committee for the "EMERGENCY LIBRARIAN Publication Award." It is our intention, at the end of the 1990 volume year, to again submit a "Readership Survey" to the members of the Ohio Educational Library/Media Association.

(4) Indexing the OHIO MEDIA SPECTRUM - Currently it is believed that, as a professional journal, an index should be provided for the readership. The OMS journal has been indexed on a nonregular basis until three years ago at which time it was decided that each volume would be indexed. The responsibility for selecting and supervising an indexer is that of the OELMA Publications Committee. The OMS editorial staff works closely with the indexer to insure consistency and the attainment of the volume's last issue deadline date (See Appendix K).

(5) Advertising - The OMS does not directly receive the revenues generated by the sale of advertising, proceeds go into the association's general fund. Because of this, the OMS business manager activities are not the responsibility of the editor. This person is selected by the OELMA Publications Committee and appointed by the OELMA board of directors. The OMS editorial staff works closely with the business manager to facilitate publication of the advertisements.

(6) Special Columns - Two columns, newly initiated, in the 1989 issuse are the "International Literature for Children and Young People" (See Appendix L), which offers a service to the readership not commonly found in professional journals; and the "Letters to the Editor," column (See Appendix M) which, although by no means unique, offers the readership an opportunity to communicate with other members, and to state their opinion about articles that have appeared in the OMS. The above mentioned columns replaced the "Across the Editor's Desk" column which offered information about items of professional interest which were available to library/media specialists from other sources; and the "Professional Development/Opportunities" column which provided information to assist readers with professional development by keeping them informed about professional opportunities. Both of these columns were deleted after analyzing the findings and recommendations generated by the "Readership Survey" (See Appendix I).

Appendix A

THE OHIO MEDIA SPECTRUM

TENTATIVE "SPOTLIGHT" TOPICS" FOR FUTURE ISSUES--1990 AND BEYOND*

Spring 1990	Reviewing Print and Nonprint Materials (sources of reviews, how to review, selection of media, etc.).
Summer 1990	Instructional Design Using Instructional Technology Models: Its Development and Evaluation (what are the critical elements, what are the trends and issues, how is it done, where is it being utilized at the higher education level in Ohio--by academics and by campus service professionals; how can it feasibly be done at the elementary and secondary levels, what institutions of higher education are providing coursework in instructional design as part of masters, certification, and/or continuing education programs).
Fall 1990	Author Visits **(how are author visits arranged, coordinated, and presented; how do we contact authors to determine availability; what are the "little things" of an author visit that must be looked after and that "make the difference"; how can such visits be syncronized with class activities, local library/media materials, other interested members of OELMA, public libraries, etc.).
Winter 1990	Rejuvenating, Remodeling, and Planning Library/Media Facilities (how to enliven decrepite environments, how to remodel old spaces and/or expand into adjacent spaces, how to plan for and "ride herd" on the construction of new facilities, what must the library/media specialist know--technical demands/standards, etc.--in these various situtations, what are some of the "tricks of the trade.").

* This is a tentative list of "Spotlight Topics"--subject to change at the discretion of the editor. The list was developed by the OHIO MEDIA SPECTRUM journal's Editorial Board. The inclusion and exclusion as well as the order of topics beyond 1990 will, in all likelyhood, change.

** Topics designated with a double asterisk are the winning submissions
identified through the OHIO MEDIA SPECTRUM "Theme Contest".

(Continued)

Small But Mighty ** (Not all library/media centers are located in large and/or affluent school districts nor do they usually have large facilities or collections; nonetheless, professionals in these circumstances are making good, valuable, and necessary contributions to their schools and the students and teachers they serve. Some of these contributions are unique--given the circumstances--and usually creative; what are some of the secrets and techniques used by these persons--it just may be that they hold some keys that would be valuable for use in other library/media centers, etc.).

Professional Preparation of School Library/Media Personnel (What do pre-professionals need to be competent--not just courses but actual content; what are some of the nonacademic skills that professionals need; how do we determine/insure that professionals coming into the field have the academic background, the nonacademic skills, and the appropriate personality traits required in the field; is the continued development of professional competence and skills needed by professionals already in the field--what should such continuing education look like, who decides, who delivers; what are the methods and sources of continuing education for library/media specialists; etc.).

Working With Paraprofessionals and Volunteers (how to select, train, guide, supervise, and; evaluate; the benefits and limitations of using such personnel as staff; the affect of such staff members on hiring of professional library/media personnel; etc.).

Changes and Trends in Curriculum Development as Affects Library/Media Centers (what are they, how will these impinge upon library/media, etc.).

Special Populations and the Library/Media Center (gifted, special education, talented, second language, emotionally disturbed, physically handicapped, adult learners, etc., what can we provide for these learners, what special programs and activities or services to we need to consider, etc.).

(Continued)

Evaluating Library/Media Centers and Their Services (applying state, national, regional and other professional standards and guidelines, how to do it, practical tips for the local and visiting evaluator, etc.).

Library/Media Services (loaning computer software; how new technology is shaping services--changing old, creating new; unique services because of local demand; services presented for the first time how you developed them, strengths and limitations, changes and why they were made, etc.).

Multicultural Materials and Programs (what are they, how do we identify and locate them, how can they be integrated and used, etc.).

Selecting and Using Materials That Reflect the School's Curricula (Social studies, language arts, science/math, fine arts, home economics, industrial arts, physical education, etc.).

Public Relations (what it is, how its developed, how its effectively used, etc.).

Oral Traditions in the Library/Media Center (collecting local oral history, storytelling, integrating oral materials in the curricula, etc.).

What Do You Think (involving students in the development of research skills for lifelong learning and critical analysis and application of information to the solution of problems, introducing critical thinking into the curricula, teaching the components and techniques of critical thinking, skills development, how it applies to library/ media centers, etc.).

Tools of the Trade (professional books and resources software, media, hardware, how to assemble the most beneficial given various budget constraints. etc.).

Grantsmanship for the Library/Media Specialist (what is the relationship of philanthropic foundations to library/media; governmental and other sources of grants; how do we identify available sources, how do we cultivate such sources; the use of "friends," PTO, and other support groups; the elements of a good grant proposal, etc.).

(Continued)

Educational Foundations and Their Relationship to the Field of Library/Media (the philosophical, historical, social, multicultural basis for library/media; why is it important to understand the role and affect these foundations play in our everday operating procedures and policies; how might these disciplines inform us in our everyday professional pursuits; how might they inform us about the future of education and its relationship to library/media; etc.).

The HEART of it ALL: How Library/Media Centers Are the "Hub" of the School and Its Curriculum (what are the needs and demands that place the library/media center--if not physically then at least in concept--at the center of all the schools' activities; what do we professionals do to make this concept come to life; what are the essential ingredients for this concept to be fulfilled in a school, etc.).

Computers And Their Use in Library/Media Centers (how computers are being used, what software is valuable to the management of services, what courseware is included in the collection and how is it integrated into the curriculum, what new electronic digital devices are on the cutting edge of instruction, using Hypercard, etc.

Appendix B

GUIDELINES FOR AUTHORS

The **OHIO MEDIA SPECTRUM** (OMS) requests that manuscripts be furnished on a computer disk accompanied by *one* hardcopy. OMS prefers manuscripts to be word processed in *Appleworks®*, *AppleWriter®*, (for use on Apple IIe®); or *Microsoft WORD®*, *Microsoft WORKS®* (for use on MacIntosh®). If this is not possible OMS will require *two* typewritten or "other" word process printed hard copies.

The required length of manuscripts is five (5) to eight (8) pages. Manuscripts should be free of errors. Use double spacing; standardized paragraph indentions, punctuation, and capitalization. Do not use abbreviations, and spell out numbers less than ten. Use standard headings (i.e., main headings—on the left margin; subheadings—centered on the page).

Authors should supply a brief summary statement (abstract) providing an overview of the article's content—one or two sentences maximum.

Authors should include photos of themselves and a brief biography (three or four sentences long and including education, official job title, and institution affiliation). Authors are encouraged to send photographs and graphics that directly relate to articles. Such items should offer sharp images, good contrast, and pertinent content. Such photos, figures, charts, etc., should be labeled on the back with the author's name, a suitable caption or title, and suggested location within the manuscript.

If requested, photos and computer disks will be returned in the same or a manner similar to the way in which they were received. Authors are cautioned to make a backup copy of the disks before sending. The editor, **SPECTRUM**, and **OELMA** accept no responsibility for damaged or lost disks, data, or photos during transit or while in their possession. To guarantee return, authors should provide a self-addressed, stamped envelope.

OMS accepts manuscripts with the understanding that: (1) they are not concurrently under consideration by another publication nor have they already been printed—or a substantial part thereof—elsewhere; (2) the author(s) understands that the manuscript will be subjected to a "blind" referee process and that it will be selected based on the importance of the topic, the relevance to the OELMA readership, the applicability to library/media professionals and situations; and its clarity—all of which are determined by the referees with the ultimate decision of the editors being final; (3) the author(s) is responsible for all information presented, including citations which give proper credit to other sources of ideas and information presented—quotes of 50 words or more and other reproductions from published material must be accompanied by a letter of permission from the original author *and* publisher; (4) the author(s) agrees that the editor has the right to edit the manuscript as may be necessary as long as the author's original intent is not altered; and (5) if the manuscript is accepted for publication, the author(s) agrees to assign all rights for its publication to the **OHIO MEDIA SPECTRUM.**

Direct all inquires and/or manuscripts to the editor (address given below).

CALL FOR REVIEWERS

Persons interested in serving as reviewers of manuscripts submitted to the **OHIO MEDIA SPECTRUM** are encouraged to volunteer their services. Reviewers are expected to not only be capable of evaluating the content and its appropriateness to the applicability of library/media specialists, but to also assist with spelling and grammatical corrections as well as suggestions for improving clarity. Interested persons should send a brief professional resume, including writing and editorial experiences, to: **Ed Newren, Editor, OHIO MEDIA SPECTRUM, Department of Teacher Education, Media and Technology Group, Miami University, Oxford, Ohio 45056.**

Appendix C

OHIO MEDIA SPECTRUM
Article Tracking Sheet

Author and Title _____

Accompanied by: /__/ Author Bio /__/ Author Photo /__/ Photo(s)/Graphics

Author's Home Address _____ Business Address _____

_____ _____

_____ _____

Home Phone _____ Business Phone _____

Date Received _____ Date Acknowledgement Sent _____

Theme _____ Assigned to Issue _____ /__/ Unassigned

Date M. U. Word Processed _____ Disk Number _____

Referee _____ Date Sent _____ Date Returned _____ Recommended Action _____

Referee _____ Date Sent _____ Date Returned _____ Recommended Action _____

Referee _____ Date Sent _____ Date Returned _____ Recommended Action _____

Editor's Final Decision _____

Date Manuscript Returned to Author _____ /__/ With Recommendation to Rewrite /__/ Rejected for Publication

Date Publication Acceptance Card Sent to Author _____

/__/ Referees' and Editorial Assistants' Suggestions Incorporated in Manuscript

/__/ Editor's Suggestions Incorporated in Manuscript

/__/ Computer Spelling Check Completed /__/ Computer Grammar Check Completed

Date Final Word Processing Corrections Made _____

Date Sent to Typesetter _____ Date Manuscript Proofs Received _____

Date Manuscript Proofs Returned to Printer _____ Date Page Proofs Checked _____

Appendix D

October 31, 1989

BID SPECIFICATIONS
for the
OHIO MEDIA SPECTRUM

Ed Newren, Editor
Department of Teacher Education
Media and Technology Group
Miami University, Oxford, Ohio 45056

Bidding Instructions

Vendor bids are to be returned to Miami University by December 1, 1989.

Each item specified below is to be individually bid as well as an overall total bid cost per issue (and for all twelve issues is this would vary from the per issue cost multiplied by twelve).

The vendor's bid, to be considered, must incorporate each of the numbers/letters and item descriptions as indicated in the following specifications.

The vendor may add details or features to the descriptions if necessary or appropriate but may not delete or alter items in any way that would lessen or detract from that which is intended. Also the vendor may group items as long as all of the the item(s) so grouped are identified by their numbers/letters and descriptions as shown below.

Bid specification items not specifically identified and listed in the vendor's bid are acknowledged to be included in the overall prices provided.

General

1. Printing company consultant will be available and on call in Oxford, Ohio on a same-day-as-requested basis.

2. Printing company will provide pick up and delivery of copy and proofs from and to designated location(s) in Oxford, Ohio on a same-day-as-requested basis.

3. Finished product will be printed and available for delivery on or before ten working days from the date of the editor's final approval (blue line, etc.).

4. Printing company will deliver finished printed product to designated location(s) in Oxford, Ohio and/or post office nearest to the printer.

Specific

5. The contract will cover three caledar years and a total of twelve issues: 1990 (four issues); 1991 (four issues); and 1992 (four issues).

6a. Number of copies per issue 1,400 minimum (6" X 9" - 64 pages minimum).

6b. Additional 100 copies to 2,000.

7. Type styles: "Cheltenham Book" (regular, bold, and italic); "Megaron Bold Reverse" or alternative styles acceptable by Miami University.

8. Size: 6" X 9" finished/trimmed (see copy of current publicaton)

9a. Cover: 6" X 9" - 65# white, antique offset--with black and one additional color.

9b. Each additional cover color up to three (3) additional.

9c. Cover design may include up to four (4) percentage screens of one or more colors.

10a. Number of pages: 64 average base pages (6" X 9").

10b. Pages: 6" X 9" - 50# opaque white, uncoated paper (basic pages).

10c. Additional 4, 8, 16, 32, and 44 basic pages.

11a. Pages: 6" X 9" - 20# bond colored paper (e.g., yellow, light blue, etc.). Four (4) page possible inserts.

11b. Additional colored page inserts of 4, 8, 16, 32, and 44 pages.

12a. Typesetting (advertisements will be provided camera-ready).

12b. No additional charges on editor made changes on first galley proofs.

13. Page Makeup (art work).

14. Press Work (printing).

15. Halftones--per each.

16. Line drawings--per each.

17a. Binding: 6" X 9" - saddle stitch binding--up to 96 pages.

17b. Binding: 6" X 9" - "perfect" binding--more than 96 pages.

18. Mailing: Label application (self-adhesive/peel off--labels to be supplied in zip code order); placement of labeled copies in zip code order for bulk mailing; and delivery to post office (postage to be paid by Miami University).

19. If camera ready pages are provided, what will be the savings per issue?

Appendix E

OHIO MEDIA SPECTRUM

Ohio Educational Library/Media Association

ARTICLE EVALUATION CHECKLIST

Title of Article: _____

Reviewer: _____ Date Mailed: _____

As you read through the article, please correct any spelling, grammatical, or capitalization errors. Please return the evaluation checklist and the article with suggested changes noted by _____ to Edward Newren, Editor, Ohio Media Spectrum, Department of Educational Media, Miami University, Oxford, Ohio 45056.

	Excellent	Very good	Acceptable	Marginal	Unacceptable	Needs editing
Clearly stated objectives or purpose						
Clearly defined audience						
Clarity of message (easy to understand)						
Organization of content						
Practicability of content (capable of being implemented or of value to members)						
Uniqueness of information (not available elsewhere; not a rewrite of another article)						
Applicability to the theme(s) of OMS journal						
Timeliness						

(continued on reverse side)

	Excellent	Very good	Acceptable	Marginal	Unacceptable	Needs editing
Accuracy of information						
Supportive documentation (references, tables, bibliography, footnotes, etc.)						
Graphic materials appropriately support text.						

GENERAL EVALUATION: _____ Excellent

_____ Acceptable

_____ Acceptable if author makes revisions as noted above.

_____ Not acceptable because of reasons noted above.

REVIEWER'S NARRATIVE COMMENTS:

Appendix F

OHIO MEDIA SPECTRUM

EDITORIAL AND PUBLISHING AGREEMENT

Please note, and where pertinent, respond to the following:

1. OMS has received your manuscript titled: _____

   _____

2. OMS ☐ has ☐ has not received your personal photo, biography statement, and article illustrations/photos.

3. OMS reserves the right to edit all manuscripts so as to conform to space and style requirements and/or to emphasize aspects of content. Authors are responsible for the accuracy and originality of their submission and for providing appropriate credit (through conventionally accepted means of bibliographic citation) for the use of ideas and quotes of other authors. OMS editors reserve the right to make changes in grammar, spelling, punctuation, and manners of expression as long as the author's original intent is not altered.

4. OMS will retain computer disks and photographs accompanying a manuscript unless otherwise instructed. If such are to be returned they will be sent in the same or a manner similar to the way in which they were received. The editor, SPECTRUM, and OELMA accept no responsibility for damaged or lost disks and photographs during transit or while in their possession.

5. OMS will not publish manuscripts, which have been printed in a copyrighted publication. By signing this form authors will confirm that manuscripts submitted are original and have not been previously published in any copyrighted publications.

6. Authors are requested to transfer the rights to their manuscripts to OELMA and the OHIO MEDIA SPECTRUM. The reason for this request is that sometimes OMS is asked by other professional newsletters and journals for permission to reprint an article. Also OMS is sometimes asked for permission to duplicate multiple copies of an article for educational purposes. It is the philosophy of OMS to grant such permission because it serves the purposes of our professional field and education. Also, it gives the author(s) and OMS visibility since OMS requires an author and an OMS credit statement on the bottom of the first page of such reprints and duplications. Your signature supports this philosophy and facilitates this procedure.

(Continued on reverse side)

I (we), the undersigned, confirm and agree to the above policies and provisions, and hereby transfer and assign to OELMA and the OHIO MEDIA SPECTRUM all rights, title, and interest in and to copyright in the above titled manuscript.

Signature of first author _____ Date: _____

Signature of second (and additional) author(s) plus date (s):

_____

_____

Your manuscript has been accepted for publication and, upon receipt of this form with your signature signifying transfer of copyright permission to the SPECTRUM, is planned to appear in the _____ issue.

A complimentary copy will be sent at the time of general distribution.

Appendix G

© Ohio Educational Library/Media Association 1989

OHIO MEDIA SPECTRUM (OMS) is published four times a year, Spring, Summer, Fall, and Winter. A subscription is included in the $30 annual membership dues. Entered on Non-Profit Organization Bulk Mailing, Permit No. 40, *Miami University*, Oxford, Ohio 45056.

OHIO MEDIA SPECTRUM is indexed in LIBRARY LITERATURE, and is microfilmed by University Microfilms. It is available through Faxon, EBSCO, McGregor, Ancorp, Turner, and Fennel periodical jobbers. ISSN 0192-6942. Inquiries about submitting manuscripts should be directed to the editor, *Ed Newren, Department of Teacher Education, Media and Technology Group, Miami University, Oxford, Ohio 45056, (513) 529-3736.* Inquiries concerning advertising in the journal should be directed to Janet Moyer, 105 Northmoor Drive, Arcanum, Ohio 45304. Correspondence relating to new subscriptions, change of address, or mailed issues of OMS not received should be addressed to the **Ohio Educational Library/Media Association** office, 40 South Third Street, Suite 230, Columbus, OH 43215, (614) 221-9057.

It is the philosophy of the **OHIO MEDIA SPECTRUM** to grant permission for the reprinting of articles in other journals and to allow duplication of multiple copies of an article for educational purposes. The **OHIO MEDIA SPECTRUM** provides such permission because it serves and furthers the purposes of our professional field and education. Persons making such requests must receive permission to do so in writing and acknowledge the permission on the bottom of the first page of the reprinted or duplicated article(s). Requests to reprint or duplicate must be made in writting to the editor (address given above) of the **OHIO MEDIA SPECTRUM.**

The opinions and ideas expressed in articles in this journal are to be considered those of the contributors and should not be construed as representing those of **OELMA** or the Editors of the **OHIO MEDIA SPECTRUM.**

Appendix H

3-3:50 +

FRIDAY

WRITER WORKSHOP: TECHNIQUES FOR THE WOULD BE AUTHOR.....206

This session is designed especially for OELMA members and will focus on getting started. Ideas and activities presented will be preparatory for writing columns and articles in local district newsletters, and state and national professional journals. Topics will include: why write?, generating ideas for articles, limiting and specifying topics, and writing the introductory paragraph. Participants will be offered a follow-up invitation for new authors to submit a draft—anonymously—for "pre-submission," review suggestions.

Moderator: Joe Waggener, OMS editorial board member and Associate Professor, Acting Chair, Department of Educational Media, Miami University

Panel: Connie Ark, OMS editorial board member and Library/Media Specialist, Springfield South High School
Ed Lasher, OMS editorial board member and Director, Educational Media Lab, University of Akron
Susan Miko, OMS editorial board member and Library/Media Specialist, Eastwood Junior High School
Candace Miller, OMS editorial board member and Library/Media Specialist, St. Gerard School
Edward F. Newren, Editor of *Ohio Media Spectrum* and Professor of Educational Media, Miami University
Marycarol Pretorius, OMS editorial board member and Library/Media Specialist, Patterson Coop High School

Appendix I

READERSHIP SURVEY
For the 1987 Issues of the
OHIO MEDIA SPECTRUM

The Editorial Board of the OHIO MEDIA SPECTRUM, as part of its goals to improve this journal, is conducting a poll of OEMA members concerning their opinions as relates to the 1987 issues. For the results of this survey to have any worthwhile meaning, we need each of you to inform us about your reactions to the journal. Your cooperation and prompt return of this questionnaire by March 1, 1988 will be greatly appreciated. Most of the items simply require that you indicate a ranking. Total time to complete averages about five (5) minutes. Thank you for your assistance!

1. Please check the ONE category which MOST CLOSELY relates to your primary, professional level of responsibility:

(1) _____ Elem; (2) _____ MS/JHS; (3) _____ HS/Voc; (4) _____ K-12/Supervisory;

(5) _____ Higher Ed--Faculty; (6) _____ Higher Ed Service--Lib/AV; (7) _____ Other.

2. Please check the OEMA region in which you work:

(1) _____ Central; (2) _____ East; (3) _____ East Central; (4) _____ North Central;

(5) _____ Northeast; (6) _____ Northwest; (7) _____ Southeast; (8) _____ Southwest;

(9) _____ West.

> Instructions: For the following questions #3 through #16, write the number in the blank which corresponds with the frequency rating which most closely reflects your reaction. Use the following scale:
>
> 1 = Always; 2 = Very Often; 3 = Usually;
>
> 4 = Sometimes; 5 = Rarely; 6 = Never.

_____ 3. How frequently do you read the individual issues of the SPECTRUM?

_____ 4. What frequency most closely characterizes how often you read ALL of the articles related to the theme?

How often do you read each of the following columns in the "Our Business" section of the journal?:

_____ 5. "President's Message"

_____ 6. "Capital City Column"

_____ 7. "Across the Editor's Desk"

_____ 8. "Professional Development/Opportunities"

_____ 9. How frequently, over this past 1987 volume year, have the items listed in the "Across the Editor's Desk" column been of direct importance to you (e.g., made you aware of and/or you ordered items, sent for more information, took some personal action, etc.)?

_____10. How often, over this past 1987 volume year, have the items listed in the Professional Development/Opportunities" column been of direct benefit to you (e.g., made you aware of and/or you registered for a workshop; sent for an application for a scholarship, an award, or an event, took some personal action, etc)?

_____11. How frequently does the SPECTRUM bring you information useful to the performance of your daily responsibilities and duties?

_____12. How often does the SPECTRUM offer information which contributes to your professional growth and development?

How often did each of the themes for the following 1987 issues offer information which was useful to you in (a) the performance of your job and/or (b) your professional awareness and development?

_____13. "Computer Media: Applications and Software" (Spring)

_____14. "Celebrating the U.S. Constitution (Summer)

_____15. "The Three R's Revisted: Reading, Reference, and Research Skills" (Fall)

_____16. "Libraries and Media Around the World (Winter)

Instructions: Please place a check in the ONE blank which most closely identifies your response to Questions #17 through #19.

17. Is the length of each issue . . .

(1) _____ More than I care to read; (2) _____ Just about right;

(3) _____ Somewhat short; (4) _____ Much too short.

18. How would you rate the overall appearance of the 1987 SPECTRUM issues (i.e., cover art, text format, page layout, photos, illustrations, consistency, etc.)?

(1) _____ Excellent; (2) _____ Very Good; (3) _____ Good;

(4) _____ Average; (5) _____ Fair; (6) _____ Poor.

19. The SPECTRUM "refereeing process" means that each manuscript is reviewed by judges. How would you characterize the quality of the articles since the process began in 1986? The quality has:

(1) _____ Improved; (2) _____ Remain the same; (3) _____ Deteriorated.

20. What other content items or suggestions for improvement would you like to recommend?

21. Additional Comments:

NOTE: The OHIO MEDIA SPECTRUM is always looking for articles—especially from OEMA members. If you have some ideas you would like to talk over with someone, please feel free to contact the editor or any of the editorial board members whose names are listed in the front of each issue. Manuscript guidelines are published at the back of each issue. Send completed manuscripts to the editor.

RETURN your completed survey questionnaire TODAY by folding and placing in box at the OEMA Leadership Conference Registration table. The SPECTRUM editorial board thanks you for your cooperation and prompt return! THANKS!!!

Appendix J

1989 LIBRARY PERIODICAL AWARD RECEIVED by the OHIO MEDIA SPECTRUM

This award was received for the work that Edward F. Newren has performed as editor of the Ohio Educational Library/Media Association's OHIO MEDIA SPECTRUM journal for the 1988 volume year. The OHIO MEDIA SPECTRUM is the *first* school library/media periodical to receive this award out of the past 29 years that the award has been offered.

The "Library Periodical Award" is an annual award presented to a periodical published by a local, state, or regional library, library group or library association in the United States or Canada. The award is donated by the H. W. Wilson Company and is administered by the American Library Association's "Awards Committee."

A publication is selected for this award on the basis of its outstanding contribution to librarianship. All issues for the calendar year prior to the presentation of the award are judged on the basis of sustained excellence in both content and format, with consideration being given to both purpose and budget. The award is presented only in those years when a periodical merits such recognition. Typically the ALA "Awards Committee" has received between 15 to 20 periodical nominations each year over the past four years.

The award consists of $500 and a certificate, and will be presented at the Annual Conference of the American Library Association in Dallas, Texas, in June, 1989.

HOW WE DO IT

Appendix K

OHIO MEDIA SPECTRUM

INDEX

1989

VOLUME 41

Ohio Educational Library/Media Association

INDEX
to the
OHIO MEDIA SPECTRUM

The Official Publication of the
Ohio Educational Library/Media Association

Volume 41
January 1989 - December 1989

Ann Weiland, Indexer

This index has been produced on a computer. APPLEWORKS, was the program used because of the integration possibilities of the data-base and word processing components.

Each article has an author, title, and subject entry in word-by-word alphabetical order. SEARS LIST OF SUBJECT HEADINGS was the source for subject headings with just a touch of creativity on the part of the indexer for "new terminology."

In deference to using a computer program, only one subject heading was chosen and no "see" or "see also" entries were used. With multiple authors, only last names were used and the title and subject entries for their articles were listed just once.

SAMPLE ENTRY:
COMPUTER PROGRAMS
"Implementing INLEX"
Nemeth, Mary
v. 41 no. 2: 28-33 (SUMMER '89)

EXPLANATION:
An article on: the subject of COMPUTER PROGRAMS
Entitled: "Implementing INLEX"
Written by: Mary Nemeth
Found in: Volume 41, (SUMMER '89) number 2, on pages 28-33

ABBREVIATIONS:
CF — Centerfold
IFC — Inside Front Cover
IBC — Inside Back Cover

Ann Weiland is the Elementary/Middle School Libaray Media Specialist for Bellefontaine City Schools, Bellefontaine, Ohio.

"1988 OELMA Conference Photo Collage"
Hamilton, Dale
v. 41 no. 1: (SPRING '89)

"1989 Library Periodical Award Received by the Ohio Media Spectrum"
OHIO MEDIA SPECTRUM
v. 41 no. 2: 23 (Summer '89)

"1989 OELMA Award Winners"
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v. 41 no. 2: 17-22 (SUMMER '89)

"ALA Protests Ayatollah's Death Threat Against Author"
OHIO MEDIA SPECTRUM
v. 41 no. 1: 10 (SPRING '89)

Arent, Jeri
"Homework Assignments—We CAN Help"
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"Recent Developments in Video Technology"
Kruzel, Richard D.
v. 41 no. 1: 31-32 (SPRING '89)

"Shift from Older Media to the 'State-of-the-Art' Technology in Teacher Education Media Centers, The"
Evans and Tipton
v. 41 no. 1: 6-10 (SPRING '89)

"Using Media Across the Curriculum"
Cleaver and Morrison
v. 41 no. 3: 26-31 (FALL '89)

AUTHORSHIP
"Publish? Who Me?: A School Library/Media Specialist Tells Why"
Miko, Susan
v. 41 no. 3: 61-62 (FALL '89)

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Cucciarre, Barbara
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"Mind Mapping: A Technique for Writing"
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Buddy, Juanita
"In-service: From Backstage"
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OHIO MEDIA SPECTRUM
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v. 41 no. 2: 71 (SUMMER '89)
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Mays, Louis E.
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"CD-ROM: Introducing Searching the READER'S GUIDE on a WILSONDISC Work Station"
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Chapman, Roberta
"Recipe for Reading, A"
v. 41 no. 4: 43-45 (WINTER '89)

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"Current Trends and Lasting Values: A Five-Year Retrospective on Children's Books"
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"Implementing INLEX"
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"Library/Media Catalog Production with APPLEWORKS"
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"Media Tip: Understanding Why Quality Software Costs More Than $19.95—A Small Publisher's Viewpoint, A"
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"Microcomputers in the Classroom: Answers to Questions About Their Selection, Purchase, and Use"
Milheim, William D.
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Lamb, Annette
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"Online Database Searching in RMC: A Heuristic Approach"
Wojnaroski, Janet B.
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"Computers In Young Adult Fiction: Garbage In - Garbage Out"
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"Developing Effective In-service Programs: Bring on the Doughnuts!"
Johnson and Lamb
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Dillard, Jill
"Lit Logs: A Reading and Writing Activity for the Library/Media Center and the Classroom"
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"Dinosaurs Now! Educational Software To Create and Print Your Very Own Dinosaurs"
Honaker, Perry L.
v. 41 no. 2: 48-53 (SUMMER '89)

DISABLED LEARNER EDUCATION
"Some Issues Related to Technological Intervention with Disabled Learners: Cues for Instructional Designers"
Howell, Richard
v. 41 no. 3: 50-53 (FALL '89)

Appendix L

INTERNATIONAL LITERATURE FOR CHILDREN AND YOUNG PEOPLE

Alice K. Swinger and Mary Lou White

INTRODUCTION TO REVIEWS

Books in this issue's column illustrate the combination of universals and specifics that are found in international books. The stories have similar themes: loneliness, evil, cooperation. The fact that the theme of loneliness is found in a picture fairy tale format and published in Switzerland, and also found in a teen novel written in a journal format and published in Australia indicates the broad spectrum that makes up international literature for children and young people. Such literary themes are ageless and have few geographic boundaries. They reflect the emotions of humans and speak to the inner soul of the reader. Loneliness can be understood by a child in the guise of a scarecrow but also in the form of a young teen emotionally distraught to the point of becoming incapable of speech.

Geographic specifics are more difficult for the young reader to comprehend than basic human emotions. In SO MUCH TO TELL YOU... the reader must make a transportation of not only miles but also months to understand that the Australian school year begins in February rather than August or September, and has brief breaks at times other than those experienced in the United States. Maps and an atlas would be helpful to understanding places mentioned in I AM SUSANNAH, especially when the story refers to one of the girls moving to another city. The unique features of Labrador geography and language are noted in a glossary appended to BORROWED BLACK. Just as the melting pot analogy is no longer advocated for the study of nationalities in the United States, so the complete Americanizing of books is not practiced in editing today's books. International books challenge readers to stretch their view of the world; library/media specialists and teachers need to encourage meeting this challenge in reading.

REVIEWS

All books reviewed in this column are considered to be among the best children's international books published in the United States; they have been selected for their usefulness to library/media specialists and young readers; they are published in the English language; and they are available for purchase in the United States.

THE THREE LITTLE PIGS

Claverie, Jean
Illustrator: Jean Claverie
Translator: Elizabeth D. Crawford
Switzerland
North South, 1989, 28 pp.
ISBN 1-55858-004-2, $13.45
Ages: 5-7
Subject Headings: Pigs—fiction, folklore

Three little pigs begin their journey as they always do, but with a difference. They love each other and remember their mother's advice when they read that the big bad wolf is back in town. For protection, they each build a house. When trouble day comes, Pig One goes to the house of Pig Two, then One and Two go to the house of Pig Three. There they cooperate and, together, beat B. B. Wolf at his old game. Character development in text and pictures make this a strong retelling. Its updated point of view and contemporary details will engage the interests of pre-schoolers and beginning readers.

Appendix M

LETTERS TO THE EDITOR

This column will be devoted to letters from our readers. Comments will be welcome on SPECTRUM articles or issues raised by those articles. Also "letters" will be accepted that challenge or debate previously published letters to the editor. "Letters" submitted must be signed to be considered and should not exceed 300 words in length. "Letters" may be edited for clarity or to conserve space. Address correspondence to Ed Newren, Editor, OHIO MEDIA SPECTRUM, Department of Teacher Education, Media and Technology Group, Miami University, Oxford, Ohio 45056.

Dear Editor:

Congratulations on a great Summer 1989 issue of the OHIO MEDIA SPECTRUM. Annette Lamb's article was very well done. However, I would like to suggest an important addendum to her list of periodicals.

Jim Deacon, a high school library/media specialist and district coordinator, publishes an excellent and very helpful computer periodical, CMC NEWS (Computers and the Media Center). This school year begins vol. 10, so he has an established track record. It is also very reasonable, so I can highly recommend it. The Vol. 10, No. 1, Summer 1989 issue contains his annual software listing for school libraries—most helpful. For those interested, here are the details: CMC NEWS, 515 Oak St. North, Cannon Falls, MN 55009, telephone 507-263-3711. The cost is $11.00 prepaid; $12.00 billed and Canadian orders add $1.00. Back issues are $2.75 each.

Sincerely,
Joan Jestel
Souers Junior High School Library

Dear Editor:

Our high school LMC staff is working with the Reading, Home Ec., and GRADS (Graduation, Reality and Dual-Role Skills) programs to develop reading appreciation in our students. We are working with remedial readers, teen parents and their children, and our teachers to develop instructional and promotional activities which stress the importance of reading for all ages.

We found some outstanding materials and activities published by RIF (Reading is Fundamental, Inc.). We have compiled a bibliography of RIF and other excellent resources about the importance of reading activities.

If anyone would like a copy of this resource list, please send a self addressed stamped envelope to Connie Ark, South High School LMC, 700 S. Limestone St., Springfield, Ohio 45505. Additional information about the RIF publications list is available from: RIF Inc., Publications Dept., 600 Maryland Ave. SW, Suite 500, Washington, D.C. 20024, telephone 202-287-3220.

Sincerely,
C. Ark
South High School

Dear Editor:

Are you aware that these items are available to your readership? It is most appropriate to include information concerning them in your Winter 1989 "Reading" issue, they include a reader and two guides on literacy in honor of the International Literacy Year and are a must for those of us who want to take an active role in the quest for local and international literacy!

- *Literacy, Society and Schooling: A Reader.* Cambridge University Press, 1986, ISBN 0-521-31340-6, 366 p. A thought provoking collection of papers written by some of the experts in the field. Good background reading for exploring the issues of literacy/illiteracy in more depth.
- *A Guide to UNESO Sources on Literacy.* A guide (22 p.) to resources published under contract with UNESCO by WCOTP, 1988. Posters and other such materials are also listed. It includes a very useful list of distributors for UNESCO publications. It can be ordered from WCOTP or UNESCO Publications dealer. WCOTP's address: 5 Avenue du Moulin, 1110 Morges, Switzerland.
- *A Practical Guide for Non-Governmental Organizations, UNESCO Clubs, Associated Schools and Other Interested Groups: 1990 International Literacy Year.* Published by UNESCO NGO Standing Committee, 1988, 47 p. Can be ordered from UNESCO 7, place De Fontenoy, 75700 Paris, France. "The International Literacy Year should not be a 'celebration,' but a summons to action," states the introduction, which gives background to the ILY and further clarifies the objectives of the year as well as providing practical tips.

Dear Editor:

The Children's Book Council has commissioned several prominent children's book illustrators and writers to prepare materials for the *Quincentennial of the Discovery of America*. They include a Discovery Display Kit, a Columbus mobile, and a New World bookmark set.

All materials are offered as a Great Discovery Combo at substantial price reductions available only through June 30, 1990. For more information contact Spring Brochure, Children's Book Council, P.O. Box 706, New York, NY 10276-0706.

The Children's Book Council is a national non-profit association that encourages interest in children's books and the enjoyment of reading. It sponsors National Children's Book Week, founded in 1919. Its members are publishers of children's trade books, both hardcover and paperback.

Dear Editor:

I would like to bring to the attention of your readers the following items from the American Library Association:

- *Intellectual Freedom Manual, Third Edition*, pbk, 160 p., $17.00: This manual presents official

documents of the American Library Association together with recommended tactics for avoiding or resolving intellectual freedom conflicts in the library/media center. The JOURNAL OF LIBRARIANSHIP calls the previous edition "...a valuable primer in an important area of professional concern: it is also admirable testimony ...to the extent to which the American librarianship community is prepared to work in support of its professional principles and ideas." To place an order, please contact ALA Publishing Services 312-944-6780.

Coretta Scott King Award Listed in ALA booklist. The Coretta Scott King Award, presented annually since 1970, recognizes African American authors and illustrators for outstanding works that promote understanding and appreciation of the culture and contributions of all people. The award, presented by the ALA Social Responsibilities Round Table commemorates the life work of Dr. Martin Luther King, Jr., and honors his widow for her courage and determination to continue working for peace and world brotherhood.

The pamphlet features a brief history of the award and lists 99 titles by distinguished authors and illustrators. Pamphlets are available in quantities of 100 for $20 from ALA Graphics, American Library Association, 50 E. Huron St., Chicago, IL 60611. For a single copy, send 50 cents and a self-addressed, stamped #10 envelope to the Office for Library Outreach Services, ALA.

Caldecott banner exhibit available. Two traveling Caldecott banner exhibits are now available from the Association for Library Service to Children, a division of the American Library Association. The banners were created by groups of children for a national contest in honor of the 50th anniversary of the Caldecott Medal. From 300 entries submitted from 18 states, 50 winners were selected. The exhibit is free, although library/media specialists are responsible for insurance and shipping costs to the next site. For more information on hosting a banner exhibit, contact Janice Kellman at ALSC office, ALA, 50 E. Huron St., Chicago, IL 60611; 312-944-6780, ext. 405.

Dear Editor:

I write because I'm concerned about how we are teaching students to do (or not do) research in our school LMC.

Students come and ask me research questions for their assignments and the attitude of the students is that, as the library/media specialist, it is my responsibility to look up all the research information for them. Some of the students even refuse to look in a reference book and insist on standing there watching me while I look it up for them. Several of our accelerated students have even asked me to write answers on their papers! When I declined, they refused to complete their assignment or turn it in for credit.

Students repeatedly refuse to look up information on their own or to assist in the research process. I am concerned. I have been watching how the other members of the LMC staff handle their research encounters with students. What I observed astounded me. First, when students start their work on assignments, the library/media specialists locate the information for the students and then label the book containing the information with signs such as, "Look here for Ms. Smith's assignment," or "Answers on pages 155-157 for Mr. Smith's assignment." Student research, then, amounts to simply copying what is located for them.

My second observation is that the library/media specialists are doing the searching as the students watch—they are not involving the students in the searching process.

My third observation concerns my own approach to handling research questions from students. When students come to me with their questions I suggest where they can look, or show them the reference materials and explain how to locate information in them. Then I leave them to do the research and always check back with them later. I also make sure that I am available to help them if needed. The students who do the research themselves, in this way, benefit greatly, view research favorably, learn new skills, and are able to become capable independent learners.

I view these encounters with students as opportunities to teach new skills critical for future success in an information rich environment. I don't want to do the research for them because the students do not learn the skills—they only get the information. I have used this teaching approach successfully in the past and it has not only helped students develop responsibility for their own research, but it also helps them learn new skills and reinforce previously learned research skills.

The student's response to my approach when contrasted with the way other LMC staff "help" them varies from frustration, to anger, and intimidating comments such as, "You aren't very nice," or "why don't you do your job?" "You're mean, you won't help me." The final result is that students will go directly to the other LMC staff members who *will* do the work for the students. Students will stand in line for almost half a class period for the other LMC staff members to "help" them with their assignments, and ignore the other library/media specialists who yearn to *teach* the students research skills.

Ethically I object to research methods which do not motivate the students to be involved or encourage them to use their skills for independent research. Are my expectations too high for the average and above average high school students? How can I influence the other LMC staff members to change their methods of "helping" students with research by doing the reserach for them? What are other OELMA members doing under these circumstances?

Signed,
CONCERNED ABOUT RESEARCH